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HARVARD UNIVERSITY DURING THE LAST TWENTY-FIVE YEARS

1889-1914

BY ALFRED CLAGHORN POTTER
Assistant Librarian of Harvard College

[*Reprinted from the Twenty-fifth Anniversary Report of the Class of* 1889]

Buildings in Red have been erected since 1889

KEY

A	Craigie Hall (1897)	J	Ridgely Hall (1904)	R	Westmorly Court (1898)
B	Trinity Hall (1893)	K	Fairfax Hall	S	Quincy Hall
C	Read's Block	L	Claverly Hall	T	Beck Hall (1876)
D	Drayton Hall (1902)	M	Randolph Hall (1897)	U	Brentford Hall (1900)
E	Dana Chambers (1897)	N	Apthorp House	V	Ware Hall (1894)
F	Little's Hall (1854)	O	A. D. Club	W	President's House
G	Dunster Hall (1897)	P	Hampden Hall (1902)	X	Hasty Pudding Club
H	Manter Hall (1882)	Q	Russell Hall (1900)	Y	Lampoon Building
I	Apley Court (1897)				

R Westmorly Court (1898)
S Quincy Hall
T Beck Hall (1876)
U Brentford Hall (1900)
V Ware Hall (1894)
W President's House
X Hasty Pudding Club
Y Lampoon Building

THE CHANGES AT HARVARD IN TWENTY-FIVE YEARS (1889-1914)

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"Say not thou: what is the cause that the former days were better than these? For thou dost not enquire wisely concerning them."

Ecclesiastes VII, 10.

"Amongst human conditions, this is very common, viz: to be better pleased with strange things than our own, and to love motion and change."

Montaigne *"Of Vanity."*

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THE CHANGES AT HARVARD IN TWENTY-FIVE YEARS (1889-1914)

To record the history and progress of Harvard University even for a period of twenty-five years is no light task. Much has happened at Harvard since we graduated a quarter-century ago. It has been a period of growth and expansion; the following pages are an attempt to set forth the story of the changes that have taken place. No one can realize more keenly than the writer its shortcomings; but to tell the full tale of the growth of Harvard since 1889 in the space allotted me by our Secretary was impossible. Much that was of interest and of real significance I have had to omit altogether and much more to touch all too briefly. And at the beginning let me state that this sketch would not have been undertaken and could not have been carried even to a reasonable degree of completeness had I not had the kind permission of Mr. William C. Lane, Librarian of Harvard College, to make free use of the record he prepared in 1906 for the Twenty-fifth Anniversary Report of the Class of 1881. Not only has his account served as a model for the present paper, but from it verbatim quotations have been freely made. To him the thanks of the Class are due.

Statistics of Growth. The growth of the University in size is what strikes one first. Here is a comparison of the figures for our senior year and the current year.

Officers:	1888-89	1913-14
Professors	70	141
Associate professors		9
Assistant professors	20	86
Lecturers	4	78
Tutors	3	
Associates		7
Instructors	67	239
Teaching fellows		76
Demonstrators and assistants	34	203
Preachers	5	5
Curators and library assistants	10	48
Business officers, proctors, etc.	32	66
Total	245	920

Students:	1888-89	1913-14
College		
Seniors	210	369
Juniors	252	583
Sophomores	264	619
Freshmen	309	619
Specials	145	26
Unclassified and out of course		143
Total	1180	2359
Graduate department	95	
Graduate School of Arts and Sciences		497
Scientific School	35	
Graduate School of Applied Science		139
Graduate School of Business Administration		113
Divinity School	26	57
Law School	217	695
Medical School	275	310
Dental School	42	196
Veterinary School	23	
Bussey Institution	6	
Summer Schools	168	1250
University Extension		10
School for Health Officers		8
Total	2067	5407

From the totals in the above table certain deductions have been made for names registered in more than one department.

The above table shows the great increase in numbers that the University has made since our day; the number of officers is almost four times as many as it was; the number of undergraduates has doubled; and the whole number of students enrolled in all departments is over two and a half times as many as there were twenty-five years ago. But the table also indicates the changes that have been taking place in the organization of the University. The old Graduate Department that was a mere appendage to the College

has developed into the flourishing Graduate School of Arts and Sciences; the Scientific School has become the Graduate School of Applied Science; and there has been established the Graduate School of Business Administration. On the other hand the Veterinary School, after a struggling existence of eighteen years, was given up for lack of funds in 1901.

Changes in the Faculty. Comparatively few of the men who were officers of the University twenty-five years ago are in active service today. The Corporation is an entirely new body. On the present Board of Overseers Henry Cabot Lodge is the only one who was a member then. Out of the College Faculty of 1889 only twenty are on the Faculty of Arts and Sciences of to-day. These are, in the order of seniority, Farlow, Emerton, Lanman, Mark, Sheldon, Briggs, Francke, Hall, Lyon, Royce, C. P. Parker, Wendell, Channing, Taussig, Wolff, Hart, Kittredge, Grandgent, Baker, G. H. Parker. Besides these, there are still living, but no longer in active service: Professors Toy, C. J. White, Goodale, Charles H. Moore, Palmer, Trowbridge, Jackson, de Sumichrast, J. W. White, Davis, Peabody, Byerly, Hills, Cohn, and Sanderson. The Faculty of the Law School has changed entirely.

But the greatest change of all came with the resignation of President Eliot in 1909. Just half of the forty years of his administration falls within the period of this sketch, and it is the half that marks the fruition of his plans for the development and betterment of the Universtiy. Nowhere has a better or truer account of Harvard's debt to Eliot been written than that by our classmate Ropes in an article contributed to the Cyclopedia of Education. With his permission I quote it:

"President Eliot was able by his foresight, breadth of interest, and skill in organization and administration, by his single-minded devotion to high aims, and by the dignity of his personal character, to use the new forces of the time, command innumerable gifts aggregating a great sum of money, and hold the enthusiastic loyalty of a rapidly increasing and able staff. In the forty years of his presidency he was able to see Harvard widely extend the borders of its work, quadruple in number of students, and establish its position as a great national university, influential throughout America and honored beyond the seas. His efforts were especially devoted to the complete application of the

elective principle in undergraduate studies, the maintenance of strict standards in examinations for entrance and graduation, the inclusion of all branches of knowledge and the arts in the opportunities offered to students, the development of courses of graduate study in the liberal arts and sciences, the requirement of a college degree for admission to the professional schools, and the insistence on the highest scientific ideals in all the graduate and professional departments. His administration deliberately followed the principle of freedom as a moral force in the methods of student discipline and in the regulation of the undergraduate curriculum; and was conspicuous for firmness, generosity, and justice in the treatment of the faculties and officers of instruction."

Abbott Lawrence Lowell, '77, was chosen to succeed President Eliot and was inaugurated with appropriate and impressive ceremonies in October, 1909. Of his administration it is not the place to speak here in detail. Many of the changes of the last four years, mentioned elsewhere in this report, as for example, the new admission plan, the modification in the elective system, the Freshman Dormitories, and the merger with the Institute of Technology, are the direct result of his broad and aggressive policy.

Finances. The resources of the University have increased enormously in the twenty-five years under review. In 1889 the investments of the University amounted to about $6,874,000; in 1913, the corresponding figures were well over $27,500,000, to which a considerable sum will be added in the current year (1913-14). Gifts to the University, some to establish funds, some for immediate expenditure, have been as follows in successive five-year periods:—

1889-1894 (five years)	$ 1,859,305
1894-1899 " "	3,642,574
1899-1904 " "	6,152,988
1904-1909 " "	8,608,643
1909-1913 (four years)	6,573,808
Total (twenty-four years)	$26,837,318

The average amount of the gifts to the University during the last five years has been over a million and three-quarters a year. With this constantly increasing stream of wealth poured into her lap, it seems at first sight absurd for our Alma Mater to plead poverty, and to be harrassed by constantly

recurring "deficits." But a careful examination of the individual gifts shows that it is only rarely that the resulting income can be used for general purposes or even at the discretion of the Corporation for necessary improvements or enlargements of work. Most gifts are for a specific purpose, generally a new purpose, and not infrequently require the appropriation by the Corporation of additional sums to carry these purposes into effect. A new building is given to the College, and the College has to find the means to heat, light, and clean it, and keep it in repair. A sum of money is given to the Library to buy books, but the College has to bear the expense of cataloguing the books and placing them in order on the shelves. A great help towards increasing the unrestricted income of the College will come from the Twenty-fifth Anniversary funds established by the various Classes. Our own will be the tenth of these funds to be paid in to the Treasurer. As each fund is about one hundred thousand dollars, the College has gained through these anniversary gifts an addition to its principal of about $1,000,000, and an added free income of nearly $50,000 a year. The total net income of the University for 1912-1913, excluding the unexpended balances of gifts for new buildings, was $2,657,546; of this $1,274,000 was interest on invested funds, and $876,000 from fees and rents from students.

In spite of these generous gifts with the resultant great additions to the University's invested property and of the increased income received annually from tuition fees, the needs of the University are constantly in excess of its resources. Year by year the necessary cost of running the University increases, in spite of rigid economy and "inexpedient frugality." Each year for the last fifteen years, with only three exceptions, has shown a deficit, varying from $14,750 in 1911-12 to $59,261 in 1905-06. These deficits, amounting to a total of over $380,000, have been paid out of the principal of certain unrestricted funds, thus reducing by that amount the invested capital of the University.

The exact meaning of the term "deficit" should be understood. Each professional school and each institution connected with the University has its own separate income, derived from its own students and from its own invested

capital. A part of this income is restricted to special uses (such as the support of a scholarship, or printing, or books), the remainder is unrestricted. If in any year the payments for salaries, administration, and general expenses exceed the income available for those purposes, there is a deficit which has to be made up by advances from the University (unless the Department already has a credit balance), and upon these advances interest is charged. If there is a surplus, it remains in the hands of the University, is credited to the Department which has earned it, and draws interest until it is extinguished by deficits. The affairs of the College, the Library, and the Graduate School of Arts and Sciences are so closely interwoven that no attempt is made to separate their accounts. With these are combined certain general University charges, such as retiring allowances, salaries of general administrative officers, and the support in part of the Museums, Appleton Chapel, and Phillips Brooks House. It is in this combined account of University, College, Graduate School of Arts and Sciences, Library, etc., that the deficits have occurred which have hampered the administration of the University. Other departments, like the Law School, may show handsome surpluses from year to year, but this does not help out the College.

New Buildings. The "plant" of the University has also grown greatly. In lands, it has acquired the Soldiers Field, of about forty acres in Allston; the Harvard Forest, of two thousand acres in Petersham, Mass.; and the Engineering Camp, of about seven hundred acres at Squam Lake, N. H., and several small estates and pieces of land near the College Yard. Since 1889, there have been erected by or for the University some thirty-five new buildings. The accompanying map shows the extent of these building operations. Their approximate total cost is nearly ten million dollars. If to this be added the cost of a dozen private dormitories and a number of student clubhouses, some idea may be formed of the material growth of Harvard in this quarter century. Most of these new buildings are spoken of elsewhere in this report; among those not referred to may be mentioned: three dormitories, Walter Hastings, Perkins, and Conant Halls; Emerson Hall, the home of the Philosophical Depart-

ment; the New Lecture Hall; the new Chemical Laboratories; the High Tension Laboratory; the Music Building, and the new President's House.

The Administration of the University. This growth of the University has necessitated many changes in the methods of administration and the creation of new officers and new boards. Among the latter is the Resident Executive Board, composed of the President, the Comptroller, the Bursar, the Regent, the Secretaries to the Corporation, the Inspector of Grounds and Buildings, the Assistant Dean, and the Secretary for Student Employment. This board deals with matters touching the maintenance and improvement of grounds, buildings, and equipment, methods of accounting and administration, the method of assigning rooms to students, dormitory rents, and other matters referred to it, and it is expected to keep the Corporation informed on all the questions which affect the business administration of the University.

With the increase in its membership the Faculty had to find new methods of doing its work. Too large to act easily on details of routine, it has delegated much of its power to three small Administrative Boards, one for each of the departments under its care. It is also effectively organized in divisions, and some of the divisions are subdivided into departments, each division or department consisting of teachers engaged in the same or similar fields. This makes a group of efficient working units, each responsible for plans connected with its own interests, for the direction of the work of its own students, and for recommending to the Corporation the appointment of the assistants and instructors in its own field.

Admission Requirements. Many changes have been made in the requirements for admission to the College; these have been in two directions: first, toward allowing a greater number of subjects to count as suitable tests of fitness; and, second, "that the college should be more accessible to graduates of public high schools in all parts of the country", i.e., such schools as do not make a business of preparing boys for college examinations. With these two ends in view there are now in effect two methods of entering Harvard, known

to the initiated as the "Old Plan" and the "New Plan." To be admitted to the Freshman Class under the former a candidate must present himself for examination in certain studies, amounting to not less than sixteen and one-half "units" of school work. Prescribed studies for entrance are English, counting three units, and on which, by the way, much greater stress is laid than in the past; either Elementary Greek or Elementary Latin (two and three units respectively); either Elementary French or German (two units each); any one of Ancient, European, English, or American History (one unit each); Elementary Algebra (one and one-half units); and one unit chosen from among the following subjects: Physics, Chemistry, Geography, Botany or Zoölogy. In addition to these prescribed studies, a candidate must make up the necessary number of units by offering himself in certain "advanced" subjects,—Greek, Latin, French, German, History, Algebra; or he can get half a unit each from Freehand Drawing, Projection Drawing, and Civil Government. And if the boy is a candidate for the degree of S.B. he can obtain half a point for Blacksmithing, or for "Chipping, Filing, and Fitting." On the other hand one concession has been made to the classicists, in that a candidate who presents both Elementary Latin and Elementary Greek is admitted on fifteen and one-half units. Those of us who remember the requirements for admission in 1885 will realize that the change has been very marked; but the "New Plan" is still more revolutionary. Briefly stated, by this new method a candidate is admitted on presentation of evidence of an approved school course satisfactorily completed, and on passing four examinations showing that his scholarship is of a satisfactory character. The nature of the new plan and how it differs from the old may perhaps be best given in the words of President Lowell in his Annual Report for 1910-1911: "The new requirement differs essentially from the other in character and in aim. The old examinations are designed to test all the secondary school work done, and can be taken a few at a time, an examination being passed on each piece of work when completed. The system is one of checking off studies and accumulating credits. The new requirement is an attempt to

measure, not the quantity of work done, but the intellectual state of the boy; a certificate being accepted for the quantity of his school work, and examinations being held on sample subjects to test the quality of his scholarship. . . To be admitted to examination a boy must present a statement from his school of the studies he has pursued, and these must be the content of a good secondary school course devoted mainly to academic subjects. Four subjects must then be offered for examination, and must be offered at the same time. One of them must be English; another must be Latin or Greek, if the student is to be a candidate for the degree of Bachelor of Arts, but may be a modern language in the case of a candidate for the degree of Bachelor of Science; the third must be Mathematics, or Physics or Chemistry (the reason for the option being the difficulty that some intelligent boys find in doing themselves justice in an examination in Mathematics); and the fourth may be any subject of an academic character, not already offered, that the boy may select. As these are sample examinations covering subjects which are of primary importance or in which the candidate feels most confident, they must be passed well. But it must be borne in mind that the object is to discover whether the boy is fit for college work, not to measure his proficiency in particular studies." That this new plan, which was only adopted in 1911, is working satisfactorily seems to be shown by the fact that boys are coming to College from schools that had never presented candidates before and that those admitted are proving their fitness by holding good rank in the college courses. About a third of the present Freshman class were admitted under these new requirements.

There is one other way now of entering Harvard, and that is through the examinations held by the College Entrance Examination Board. This Board, supported by the principal colleges, has achieved something like a uniform statement of the requirements in each subject for most colleges throughout the country, and holds uniform examinations at a great number of different points, the results of which are accepted by colleges. In June, 1904, Harvard became a member of this Board; and since 1906 the Board examinations have

been accepted in all subjects. This simplifies the problems of the secondary schools, where special courses have often had to be provided for the Harvard candidates, and opens the way for many boys to come to Harvard who have been prevented from so doing by lack of opportunity to secure the necessary training.

Instruction. The elective system, which went into full effect just before our entrance when most of the studies of the Freshman year were made elective, has always been anxiously watched by the Faculty. While as a whole the system was satisfactory, yet it was felt that certain grave dangers were inherent in any system that gave to the undergraduate a practically unlimited and unguided choice of his college studies. While probably the majority of students chose wisely, there were always some whose choice showed neither serious thought nor consistent purpose. There was the danger on the one hand, of the student not devoting enough time to one subject to master anything thoroughly, and, on the other hand, of his concentrating too much in some one field with the result that at graduation he was entirely ignorant of many subjects and without a broad intellectual outlook. To remedy these defects, a scheme for the modification of the elective system was drawn up and put into operation in 1910. Stated broadly, this new plan is one of concentration and distribution of studies. To reach this end the courses open to undergraduates were divided into four general groups, as follows: (1) Language, literature, fine arts, and music; (2) Natural sciences; (3) History, political and social sciences; (4) Philosophy and mathematics. Each student is required to take at least six of his courses in one of these groups; that is to this extent at least he must concentrate his work. Six more of his courses he must distribute among the other three groups. The four remaining courses out of the sixteen required for a degree, the student is at liberty to take in the subject in which he is concentrating or in such other subjects as he wishes. At the end of his Freshman year each student is required to discuss with his adviser a programme of study for the rest of his college course, not specifiying, indeed, the exact courses he intends to take, but stating the group in which he means to concentrate, and

the general plan for distribution of the rest of his work. While this new scheme has not been in effect long enough for a thorough test, there seems to be little doubt that it is an improvement over the older more haphazard method. It is of interest to note that of these general groups for concentration, that covering history and economics is by far the most popular. The group of language and literature follows second in popularity. Of individual subjects for concentration economics is far in the lead, followed by engineering (chosen of course by students who are to enter that profession), Romance languages, and English. Comparatively few men are inclined to specialize in either the Classics or mathematics.

Possibly one of the causes of the modification of the elective system outlined in the above paragraph is to be sought in the great increase in the number of courses and the consequent larger opportunity and responsibility of choice. In our senior year, there were offered to us two hundred and twelve courses, of which one hundred and forty-four were rated as full courses and the rest as half-courses. The Catalogue for 1913-1914 offers the student of today nearly six hundred courses, of which about one hundred and eighty are counted as full courses, and the rest as half-courses. It may be noted that while twenty-five years ago the number of half-courses was less than one-third of the total, today they comprise over two-thirds of the number of courses offered. The scope of instruction has naturally widened very greatly since we were in College. Courses in the Celtic and Slavic languages, in comparative literature, in education, in astronomy, and in anthropology represent some of the new departments of study.

The Three Years' Course. It was while we were in College that the campaign for the reduction of the college course from four to three years began; but after much discussion the plan was defeated in 1891. Since then, by a series of natural developments, such as the abolition of much of the prescribed work of the Freshman year, the reduction of the number of required courses to sixteen, new rules in regard to the anticipation of prescribed English, and the increased number and importance of half-courses, it has become not

uncommon for students to take their A.B. or S.B. at the end of three or three and a half years. It is not difficult for a boy of good ability to do this by taking one or two extra courses a year. To meet the needs of those who finish their work in three and a half years and want to leave the College, degrees are now conferred in the middle of the year but without any public ceremony. For some years the number of students thus voluntarily shortening their college course showed a steady increase; it has decreased somewhat in the last year or two.

Exchange Professors. The exchange of professors with other universities has been one of the interesting developments of the last ten years. The plan originated in the series of lectures given at Harvard for a number of years by French professors or writers through the generosity of Mr. James Hazen Hyde, '98. In 1904, Mr. Hyde conceived the idea of sending an American professor to lecture in the French universities, and again generously supported this scheme. A year later a more formal arrangement for the interchange of professors was made with the University of Berlin. A more recent agreement for an exchange has been made with four Western colleges, Beloit College (Beloit, Wis.), Colorado College (Colorado Springs, Col.), Grinnell College (Grinnell, Iowa), and Knox College, (Galesburg, Ill.); under this plan Harvard sends one of its professors for a half-year to spend a month at each of these colleges, giving regular instruction to the students; and each college may send to Cambridge for half a year one of its instructors, who will give a third of his time to teaching, and spend the rest in study or research. The men who have represented Harvard in these exchanges are: in France, Professors Wendell, Santayana, Coolidge, Baker, Bliss Perry, Schofield, Davis, Wilson, Maxime Bôcher; in Germany, Peabody, Richards, Schofield, Davis, George F. Moore, Münsterberg, Theobald Smith, Minot, Coolidge; at the four Western colleges, Hart, Palmer, Clifford H. Moore.

The Appointment Offices. A larger number of students than the outside public can realize need to earn money to pay part or all of their expenses while in College. To help such men find work, the College maintains the Office for Student

Employment. The report of the secretary for employment shows that in the aggregate students in the University earned last year not less than $184,643, one-half of which was obtained by work found for them through his office. The temporary occupations of the students thus employed (there were 554 positions filled in the year 1912-13) are of a most varied nature. Undergraduates, either during term-time or in the summer vacation, found places as ticket-takers and tutors, as camp councillors and choremen, and so on through a list of some seventy different kinds of work. But the effort of Harvard to help its students to find employment does not stop on Commencement Day, for there are two offices whose function is to aid graduates in obtaining permanent positions. These are the Harvard Alumni Association Appointment Office (50 State St., Boston) and the University Office for Recommendation of Teachers. The former endeavors to place men in suitable business and technical positions, while the latter, as its name indicates, is chiefly concerned with placing men who seek teaching or educational administrative offices. Figures have recently been compiled for 1912-13, showing that the Alumni Office filled 99 positions, and the Faculty Office 40. The holders of 129 of these 139 positions have reported their salaries amounting in all to $125,793, an average of $975. Of the ninety-nine positions filled by the Alumni Office, three were in banking and brokerage, four in engineering, two in insurance, fifty-six in manufacturing, six in journalism, ten in mercantile business, six in public service corporations, one in real estate and management and six in secretaryships. Of the forty positions filled by the Faculty Office, twenty-four were by the Graduate School of Applied Science, eight by the Graduate School of Business Administration, five by the chemistry division, and three by the social ethics department.

These offices are different from most organizations of their kinds in that their services are free alike to employers and to Harvard men seeking positions, and, moreover, they have the reputation of telling inquirers justly and frankly about the men recommended. They desire to serve not only men just leaving College and seeking their first positions, but also those who are looking for promotion. The Alumni Associa-

tion Office should be better known to employers by reason of its facilities for sending good men into manufacturing and mercantile houses; graduates all over the country who have the responsibility of appointing subordinates can get such men recommended to them, and at the same time serve the College, by making it their custom to apply for assistance to this Office.

STUDENT LIFE

The Harvard Union. A great change in student life was wrought by the establishment, in 1900, of the Harvard Union. The building, the gift of Mr. Henry Lee Higginson, contains all the conveniences of a well-appointed club, except those for selling liquor. It not only offers a convenient rendezvous for social diversion, but it also affords an opportunity to get the daily news from almost every city in the United States through its newspapers, while a large number of the best magazines of the day are kept on file. In the library on the second floor may be found about 12,000 books which provide a serviceable reference library, and the foundation of an excellent collection in English and other modern literature. The library is much used by men who wish to find a quiet retreat for study. The Union also provides good quarters for the athletic management, for the *Crimson* (with its editorial rooms and its printing-office), the *Advocate*, and the *Monthly*, and suitable rooms for the territorial clubs, the debating societies, and such other societies as do not have rooms of their own, but meet at stated intervals and require a regular meeting place. It is also found to be an admirable place for the occasional dinners or luncheons which societies or graduate associations of various kinds hold, and for the hospitalities which the College wishes to extend from time to time to visiting bodies or to distinguished strangers. The great Living Room is frequently utilized during the year for public meetings and for addresses by eminent men, and for class meetings, as well as for the Junior and Class-day dances. And for the less formal entertainment that students may wish to extend to their visiting friends or relatives, the restaurant and the ladies' dining-room have proved a great improvement over the old eating places in Harvard Square.

As a common meeting place for students of every class and kind the Union has reasonably well fulfilled the expectations of its founders. It has not revolutionized the social life of the undergraduate, but it has done much toward fostering a general spirit of comradeship and in providing a place for frequent student gatherings that has served to knit the College more closely together. At present the membership is about 2190, of which 1400 are undergraduates, or fifty-nine per cent of the number of students in the College classes. This is slightly less than last year, but the membership shows a tendency to vary unaccountably from year to year. A count recently made showed an average attendance of 926 men per day.

The Dining Halls. At Memorial Hall there have been several changes of plan and a general reorganization. In 1903, a new system of charging board was inaugurated which may be described as half way between the old fixed price system and the *a la carte* plan. While this eliminated some of the wastefulness that had grown up under the old system and slightly decreased the cost of board, it did not prove entirely successful and in 1909 a return was made to the old fixed price for board. The Dining Hall Association had been getting into financial troubles and it was felt that the burden of carrying on the Hall was too much to be left almost entirely to undergraduates. The management of the dining halls was put into the hands of a University Dining Council, consisting of three persons appointed by the Corporation, three elected by the members of Memorial, and three elected by the members of Randall Hall. Under this arrangement the quality of the food and service has been improved, and the membership of Memorial which had been falling off has come back nearer to normal. The price of board is now $5.25 a week. Randall Hall, built from the bequest of John W. and Belinda Randall, was opened in 1899 to provide a place where students might find good food at a lower cost than at Memorial. The service is *a la carte* or in "combination meals," and the cost of board thus varies,—the average is between $3 and $3.50 a week. For the last two years, since the demolition of Gore Hall, the College Library has been temporarily quartered in Randall Hall; but a dining

hall on similar lines has been opened in Foxcroft Hall. What effect the opening of the Freshman Dormitories with their dining halls where all Freshmen are expected to eat, will have on Memorial and Randall, remains to be seen. The opening of the dining-room in the Union, the establishment of several restaurants and of innumerable lunch-counters and cafés in the vicinity of Harvard Square, and also the ease with which the hotels and restaurants of Boston can be reached by the Subway in only eight minutes, seem to have made a change in the eating habits of the students. A much larger proportion of students than formerly have no regular boarding-place, but wander from one place to another as fancy moves them.

The College Yard. The appearance of the College Yard has sadly deteriorated, for the glory of its great elms is almost a thing of the past. Attacked for a succession of seasons by various insect pests, the old trees have died one after another, until it is only a question of a very short time when the last of them must be cut down. They are gradually being replaced by red oaks, but it will be many years before the Yard can regain anything like its former beauty. On the other hand, its appearance and dignity is improved by the high iron fence that has taken the place of the old wooden rails that used to surround it. It is broken at irregular intervals by a dozen memorial gates, mostly the gifts of various classes. Socially, too, the Yard has undergone changes. With the erection in the '90's of many private dormitories in the Mount Auburn Street region (the so-called "Gold Coast"), it lost to some extent its popularity, and there were often vacant rooms in the College dormitories. In spite of such improvements as shower-baths and steam heat introduced in some of the older buildings, it seemed for a time as if the College Yard would never recover its prestige in competition with the greater convenience and luxury of the more modern private dormitories. But some half-dozen years ago, the custom started of the Seniors taking rooms in the Yard for the last year of their College life. This has spread until now over half of the senior class lives in the senior dormitories. Rooms in these buildings, which are Hollis, Stoughton, Holworthy, Thayer, and part of Matthews,

are assigned only to Seniors and arrangements are made so that groups of friends can get rooms in the same entry. This new plan has not only brought back to the Yard the traditional college life that it seemed in grave danger of losing but it has done much toward promoting a proper college spirit.

The Freshman Dormitories. Just as the Seniors have of their own volition got together for the final year of the College course, so hereafter the Freshmen, by the action of the College authorities, will have to live together in their first year. The plan of having special dormitories where practically the whole of the freshman class should room together is largely President Lowell's and the early accomplishment of this scheme is also mainly due to his personal effort. Three of these Freshman Dormitories are nearly completed and will be ready for occupancy next fall. They are situated near the corner of Boylston Street and the parkway along Charles River. One of these was paid for from the bequest of George Smith and will be known as Persis Smith Hall; the second is from a gift of Mrs. Russell Sage and at her request is to be called Standish Hall; and the third, provided for from a number of subscriptions from graduates and others, will be named Gore Hall, in order to perpetuate the name of Christopher Gore, so long associated with the old Library building now torn down. These buildings, all designed by Mr. Charles A. Coolidge, are in the colonial style of architecture, not unlike the older buildings in the College Yard. They will house over four hundred and fifty students which is by far the greater part of the present freshman class that does not live at home. Besides the usual rooms, some single and some in suites for two, or more, students to use jointly, each building will have a dining hall, where the occupants of the dormitories are expected to take their meals.

As there has been not a little misapprehension of the purpose of the Freshman Dormitories and the means to be adopted to carry it out, let me quote President Lowell's own statement from his Report for 1911-12: "People not very familiar with the progress of the plan have expressed a fear that the Freshmen would be treated like boys at boarding school; but that would defeat the very object in view, of

teaching them to use sensibly the large liberty of college life. Liberty is taught to young men not by regulations, but by its exercise in a proper environment. The vital matter is the atmosphere and the traditions in which the youth is placed on entering college. At present he is too much enchained in a narrow set of friends who copy one another, not always wisely, and come too little into contact with the broadening influences of the college community as a whole." The object, thus, is not to repress and restrain the Freshman by too stringent rules and regulations, but to help him to learn to conduct his own life properly and to show him how he can get the best out of his life at Harvard.

Expense of Living. One often hears comment, generally regretful comment, on the increase of luxury and expensive living among college students. That such a change has taken place cannot be denied, a change parallel with the same general rise in the scale of living in the homes from which students come. It is doubtless true, as President Eliot said in his Report for 1901-02, that the poorest student of today in the cheapest college dormitories is better provided with light, heat, books, and apparatus, than the richest student was sixty years ago; it is also true that the means of living expensively and luxuriously exist in Cambridge as elsewhere, but the mode of life of the great majority of the students remains reasonably simple judged by the standards of the time. "For some reasons one could wish that the University did not offer the same contrast between the rich man's mode of life and the poor man's that the outer world offers; but it does, and it is not certain that the presence of this contrast is unwholesome or injurious. In this respect, as in many others, the University is an epitome of the modern world." An interesting pamphlet issued last year by the University under the title "Students' Expenses and College Aids" shows that a careful man can with strict economy still keep his annual college expenses under five hundred dollars a year. The means for aiding needy and meritorious students have increased greatly. There are under the Faculty of Arts and Sciences at present some 460 scholarships and fellowships, with a total income of over $115,000. Of these 305 with an income of $67,000 are for undergraduates

in Harvard College, and for these undergraduates there are also available from the Beneficiary Aids, the Loan Funds, and the Price Greenleaf Fund, $23,900. It is worth noting that nearly two-thirds of these undergraduate scholarships have been founded within the last twenty-five years.

Athletics. Athletics continue to play a large part in undergraduate activities; and in the eye of the public they are the most conspicuous feature of collegiate life. No small portion of the time of the governing boards of the College is spent in an endeavor, sometimes futile, to make athletic interests subordinate to the real aim of the College. To attempt to relate in detail all the measures that have been taken to regulate intercollegiate games would be far to exceed the limits of this paper. But as those members of the Class who still take an interest in sports have probably followed the changes pretty closely, and as those who no longer have sporting instincts would find no interest in reading about their development, I feel I can safely touch most summarily on this phase of the history of the last twenty-five years. Nor will I go into the pros and cons of the discussions whether football is brutal, or baseball a fit game for gentlemen; every one has his opinion on these points and this is no place for polemics. The Athletic Committee, substantially the same as when it was created in our senior year, still exercises a healthful control over the games. The gate receipts, now amounting to about two hundred thousand dollars a year, are pooled in the hands of the Graduate Treasurer, and this same officer has an oversight over the expenditure of this money. This has helped to restrict the tendency to demoralizing extravagance in the management of the teams.

The scene of Harvard athletics has changed since our day; Holmes Field is almost covered with buildings, and Jarvis Field is given over to tennis courts. The games now all take place on Soldiers Field. By a gift made to the University in 1890 by Mr. Henry Lee Higginson, the students were provided with this additional play-ground of twenty acres. This new field, named by the donor, is situated in Allston, just across the Charles River. In 1903, by a gift from the Class of 1879 and from funds accumulated by the

Athletic Committee, a Stadium was erected with a seating capacity of about twenty-two thousand. Since 1898, the Longfellow Marsh has been enclosed to form part of Soldiers Field, and by improvement of the marsh one or two acres have been added to the play-ground every year until now about forty acres are in use. The total available area will ultimately be more than sixty acres. Soldiers Field includes tennis courts, running track, hockey rinks, and several foot ball, baseball, and lacrosse fields. On the Field are the Locker Building, erected in 1894 from subscriptions from graduates, and a building for the use of the Baseball and other teams, erected in 1898 in memory of Henry Astor Carey. Near by is the University Boat House, given in 1900 by the Harvard Club of New York, and used by the regular crews and by the Newell Boat Club; and the Weld Boat House, built in 1907 by the bequest of George Walker Weld, with accommodation for 700 students and reserved in general for students not on regular crews. It is perhaps worth noting that the new Freshman Dormitories are in close proximity to this centre of athletic interests.

The growth of Harvard's athletic plant in the last 25 years has been at least equaled by the gain in the athletic prestige of the College measured in terms of victories over Yale.

In the four years during which the Class of 1889 was in College Harvard did not win from Yale a university football game or boat race. There were occasional victories in baseball, but every series of games in that sport also was taken by Yale. Harvard did better in track and field athletics than in other competitions; for, the Harvard team won the intercollegiate meets in 1886 and 1888. There were no dual meets in those days.

Things have radically changed since that dark period. In the years from 1899 to 1913, inclusive, Yale has won seven university boat races, and Harvard has won eight. Since 1905 Yale has beaten Harvard only once—in 1907. The year 1899 was memorable because E. C. Storrow, '89, coached the Harvard crew and produced an eight which won a signal victory over Yale; in that year Harvard won also the races for freshman eights and university fours, thus "sweeping the river" for the first time. In 1900 Storrow turned out

a crew even better than the one which had been victorious in the previous year, but the 1900 eight was barely beaten because the stroke oar, who only a day or two before the race had taken the place of the regular stroke and captain, was overcome by the sun.

The record in football has been almost if not quite as good as that in rowing. Since 1908, when P. D. Haughton, '99, began to coach the Harvard elevens, Yale has won but one game—the one played in Cambridge in 1909. Harvard, on the other hand, won at New Haven in 1908 and 1912, and in Cambridge in 1913.

Moreover, in the last ten years Harvard has won her full share of the baseball series and the dual track and field meets with Yale. Most of the intercollegiate athletic meets have been won by other colleges, notably Cornell and the University of Pennsylvania. In lawn tennis, golf, association football, and particularly in hockey Harvard has had marked success not only against Yale but against other opponents also.*

Class Day exercises about the Tree were given up in 1898, and for the next few years there was substituted a gathering around the John Harvard statue in the Delta. This never proved entirely satisfactory, and in 1904 the experiment was made of having the exercises in the Stadium on Soldiers Field. In spite of the long and often dusty walk down Boylston Street and across the River,—this year for the first time the Class Day crowd will have the advantage of crossing by the new Anderson bridge,—this change has been a decided success. A speaker's stand is erected facing the curved end of the Stadium, which is the only part used for the day, and from this the Ivy oration, cut out from the morning exercises in Sanders Theatre, is delivered. Cheering by the seniors, the undergraduates, and the graduates, the passing down of the class colors from seniors to freshmen, and showers of confetti and gay-colored paper streamers make up the rest of the programme.

Commencement Week, too, has undergone changes. Three

*For the above athletic summary, the thanks of the Class are due to our classmate, John D. Merrill, who prepared it.

years ago, in order that all the various ceremonies and festivities that go to make up the final week of the College year should fall within a single week, a general rearrangement of the programme was introduced. Under the new system the Phi Beta Kappa exercises occur on Monday; Class Day, on Tuesday; the Harvard-Yale baseball game, and meetings of Professional School Alumni, on Wednesday; Commencement, on Thursday; the Harvard-Yale races, on Friday. It seems to have met general approval.

The Co-operative Society, which is now an incorporated institution, grows stronger every year. It occupies the whole of the Lyceum Hall building and is planning the erection of a new and more commodious building. Its annual business amounts to over $400,000 and it distributes each year to its members a substantial dividend based on the total of their purchases.

Harvard Square and the Subway. Since the opening of the Subway to Boston, in 1912, Harvard Square has taken on a permanent Sunday quietude. The constant rush of electrics with the crowds of people ever changing cars is a thing of the past. The surface cars from more distant suburbs enter the Subway beyond the Square and their passengers change under the very centre of Harvard Square to trains that carry them to Park Street in eight minutes. The general appearance of the Square has improved somewhat: on the one side the College Yard is enclosed by its handsome fence, and on the other, many of the older buildings have given place to larger, if less picturesque, structures. A committee of Cambridge business men, alarmed by the loss of trade caused by the Subway, has invoked the aid of some of the College experts in evolving a plan to make the Square more attractive and thus win back by beautification some of its lost business.

Student Papers. The papers issued by the undergraduates show little change; the *Crimson*, the *Lampoon*, the *Advocate*, and the *Monthly* go on much as they always have. There has lately been a movement to combine the two last mentioned, but so far without success. The *Lampoon* now has a building of its own, which is worth noting, for it is one of the few and certainly one of the best architectural jokes ever

perpetrated. There is also one other student paper in the field,—the *Harvard Illustrated Magazine.*

Phillips Brooks House. The House erected as a Memorial of Phillips Brooks was dedicated on January 23, 1900, and provides an important reinforcement of the religious life of the University. Phillips Brooks House is designed to extend and unite many scattered undertakings of religion and philanthropy in the University. It represents, as the first appeal for such a building stated, "one more step in the comprehensive plan of religious work of which the establishment of the Board of Preachers was the first step." It is a centre for the social and charitable activities of the University as well as for religious meetings, a kind of Parish House connected with the administration of the College Chapel. The tablet which stands in its vestibule accurately describes its purpose:—"This House is Dedicated to Piety, Charity, Hospitality, in Grateful Memory of Phillips Brooks."

The great parlor on the first floor is the seat of constant hospitality exercised by the College and its members. Every afternoon it is open as a place where men may bring their visitors to rest and refresh themselves; throughout the winter on Friday afternoons ladies of the families of college officers welcome here all students and officers of the University who care to look in and take a cup of tea, and the room is generally well filled; from time to time college societies use the rooms for small public meetings or for receptions to visiting lecturers; on Commencement Day the Class that celebrates its fiftieth anniversary occupies the house, and invites the survivors of other older classes to meet with it; and during the period of the Summer School the house is devoted to the special use of the ladies of that school.

Charitable work of many kinds engaged in by college students is organized and directed at the Phillips Brooks House by a student body, the Phillips Brooks House Association. It serves all the societies alike by employing a general secretary, it maintains an information bureau for freshmen, and it gives the freshman who is a stranger a welcoming hand, and whatever guidance fellow students can supply.

The Stillman Infirmary, the gift of Mr. James Stillman of New York, is another institution which has a distinct part in

student life. It was opened in the autumn of 1902, and a ward for contagious diseases, for which Mr. Stillman added $50,000 to his original gift of $100,000, was built two years later. A uniform fee of four dollars is charged to every student registered in the Cambridge departments of the University. Unmarried officers and students in other departments may pay the same fee and have the same privilege in return,—namely, in case of sickness, a bed in a ward, board, and ordinary nursing for a period not exceeding two weeks. These fees amount to about $14,800, which, with other receipts from patients (from $4000 to $5000), is sufficient to give the institution proper support. During the year 1911-12, 499 cases were treated at the Infirmary; of these 25 were cases of appendicitis, 47 of grippe, and 64 of tonsillitis.

In connection with the Stillman Infirmary should be mentioned the Medical Visitor, who has general charge of the health of the College, visits students who are sick, unless they prefer the visits of some other physician, must be consulted by students who wish to "sign off" or be excused from college work on account of sickness, watches sharply for all cases of contagious disease, and is especially concerned with the administration of the Infirmary. Beginning next fall all Freshmen will be required to submit themselves to a physical examination to ascertain their general condition and fitness.

THE DEPARTMENTS

The Graduate School of Arts and Sciences. Until after our graduation there was no real Graduate School, merely a so-called Graduate Department with little formal organization and attended by less than a hundred students, candidates for higher degrees. In 1890, however, it was put on a more solid basis and became formally known as the Graduate School. Under this better organization and offering more courses, it began a period of steady and healthy growth, until fifteen years later it had nearly four hundred students. In 1905, after the adoption of the requirement of a preliminary degree for admission to the professional schools had made them in a sense graduate schools, the name *the*

Graduate School had become a misnomer, and it was changed to the Graduate School of Arts and Sciences. The School has continued to grow and now numbers nearly 500 men. Of these 228 are graduates of Harvard, while the others come from eighty-eight American colleges and seventeen foreign colleges. Thirty-four men are abroad on traveling fellowships. Although at least two years devoted to advanced study is required of candidates for the doctor's degree, more than half the members of the Graduate School remain but one year. Many have pursued graduate studies elsewhere before coming to Harvard, others go from our school to other universities to continue their studies, the German custom of migration from one university to another being now fairly well established in America.

Graduate School of Applied Science. In our day, the old Lawrence Scientific School was considered rather a moribund institution, a refuge for men who could not get into the College, and with its handful of students (from eighteen to thirty-six while we were in College) was deemed a fit subject for jest. But under the deanship of Professor Shaler it became one of the most flourishing parts of the University; in the year of his death (1906) it had over five hundred students,—and this in the face of more stringent admission requirements. In the following year, the School was entirely reorganized and, under Dean Sabine, became the Graduate School of Applied Science, being placed on the same basis as the other graduate schools of the University. This reorganization and development was rendered possible mainly through the great bequest, amounting to some five million dollars, from Gordan McKay for work in applied science. The courses in this School are given under five different branches: the School of Engineering, located mainly in Pierce Hall, and giving the degrees of Master in Civil Engineering, in Mechanical Engineering, and in Electrical Engineering; the Mining School, centred in the Rotch Building, and granting the degrees of Mining Engineer and Metallurgical Engineer; the School of Architecture and Landscape Architecture, located in Robinson Hall, one of the best equipped of the University buildings, giving the degrees of Master of Architecture and of Landscape Architecture; the

School of Forestry, with headquarters during the winter months in the Bussey building at Jamaica Plain, and during the rest of the year at the Harvard Forest of 2,000 acres at Petersham, Mass., and giving the degree of Master of Forestry; and the School of Applied Biology, located on the grounds of the Bussey Institution at Jamaica Plain, and in itself a reorganization of that old foundation, and giving degrees of Master of Science and of Doctor in Applied Biology.

Recently, an announcement has been made that will in the course of a few years make a great change in the character of this School; it is the merger of the engineering courses now given at Harvard with the similar courses at the Massachusetts Institute of Technology. Of this merger, which will not take actual effect until the completion of the new buildings of the Institute now being erected on the Cambridge side of the Charles River, President Lowell says:

"Friends of Harvard University and the Massachusetts Institute of Technology—and they have many friends in common—have long deplored the rivalry of two schools of engineering competing on opposite sides of a river. The disadvantages have been made even more evident by the decision of the Institute to cross the Charles; but the difficulty of making an arrangement satisfactory to both parties has hitherto been very great; and, in fact, the obstacles to a combination between rival institutions supported by and serving the same community have been one of the grave defects of higher education in America. This difficulty seems at last to have been overcome here by a plan for coöperation in the conduct of one school of engineering and mining. The plan is favorable to both institutions. Both gain thereby. Which gains the most can probably not be determined, and certainly has not been computed, for the leading motive with the authors of the agreement has lain in another plane. Both institutions exist for the promotion of instruction and research. Each is a means to an end larger than itself, the welfare of the community as a whole; and that both acting in concert can further this end better than either working alone cannot be doubted. By the combination of resources and momentum a school ought to be maintained unequaled on this continent and perhaps in the old world."

This agreement between Harvard and Technology provides in general that neither institution shall be affected in name, organization, or title to property, but that the resources of both are to be so utilized that duplication of effort and equipment shall be avoided in the special subjects now

considered in the plan of amalgamation. These are the departments of mechanical, civil, electrical, and sanitary engineering, and mining and metallurgy. Harvard professors and instructors in these subjects will have a corresponding rank in both institutions and students in these courses will be ordinarily enrolled in and receive degrees from both Harvard and Technology. The president of Harvard takes an advisory part in the selection of any future president of the Institute. The corporations of both institutions must be consulted in regard to appointments to important positions in the common departments.

Graduate School of Business Administration. A recent addition to the professional graduate schools is the Graduate School of Business Administration. This was established in 1908, with Professor E. F. Gay as Dean. The School offers preparation for those branches of business in which a professional training may now suitably be given, such as transportation, banking, insurance, accounting, and auditing. The two years of graduate study, based upon the preliminary college course, comprise a series of new courses in general subjects, commercial law, economic resources, industrial organization, and principles of accounting, followed by the more specialized courses leading directly to the business for which the student is fitting. While efficient training for business is the service to the community which Harvard chiefly designs in the foundation of the School, the instruction given provides also, in certain directions, for those who aim to enter the Government service. While the needs of certain specialized lines of business are kept prominently in view, the student planning for other activities in commerce or manufacturing is not neglected. In addition to the more general courses already indicated, especial attention will be given to the development of the work in business organization and system. Instruction in this branch, particularly in the second year, may be readily adapted to meet individual requirements. In addition to the courses of instruction by the members of its own Faculty, the School offers numerous lectures by experts and business men of experience in various lines of activity. At the end of the two year course, it grants the degree of Master in Business Administration.

The Divinity School. The chief event in the history of the Divinity School was brought about by the removal, in 1908, of the Andover Theological Seminary to Cambridge. While each institution maintains its independence, the two were formally affiliated, so that courses in either one may under certain conditions be counted toward a degree in the other. Moreover, the courses offered by the two faculties are planned so as to form one systematic body of theological instruction. While the Harvard School still maintains its undenominational character, the scope of its instruction has been broadened by its association with Andover. The libraries of the two institutions have been consolidated and are housed in the new building erected by Andover near the Divinity School, in what we used to know as "Norton's Woods."

The Law School. The history of the Law School is one of continued prosperity. Its growth has been checked from time to time by more rigorous admission requirements, but, in spite of this, the number of students today is more than three times what it was twenty-five years ago. Since 1899 only graduates of approved colleges have been admitted as regular students. Of the 695 students registered at the beginning of the current year, 167 were graduates of Harvard and the remainder represented 141 other colleges. The intercollegiate and national character of the School is shown by the fact that over three-quarters of the students are graduates of colleges other than Harvard and that two-thirds of them come from outside of New England. About sixty per cent of the graduates are practising law outside of the New England states. A new building, Langdell Hall, was erected in 1907, and paid for out of the accumulated surpluses of the School. The library of the Law School has grown rapidly and been built up systematically, until today it is considered the best collection of legal books in the world. It contains over 151,000 volumes.

The Medical School. The Medical School had in 1888-89, 275 students; it grew rapidly and in 1900-01 there were over 600 men registered in the School. In that year, the requirement of an A.B. for entrance to the School was put into effect, with the not unexpected result of an immediate and

large decrease in the number of students. The School has never regained its maximum numbers and at present has 310 students. Last year an important change was made in regard to the requirements for admission into the School. Under the old rules it was provided that in exceptional cases students without a degree might be admitted if they had spent two years in a college of recognized standing and had pursued a certain number of courses in physics, chemistry, and biology; but they were admitted only as special students. Now such men may be admitted as regular students, provided they have devoted one full year to the study of these subjects and that they have ranked in the upper third of their classes. In 1906, the Medical School was removed to its new buildings on Longwood Avenue. This stately group of five white marble buildings, which form a notable addition to the architecture of Boston, was erected at a cost of over three million dollars. The architects were Messrs. Shepley, Ruttan and Coolidge, and the buildings, the result of prolonged study, combine many features that render them particularly well adapted to their purposes. Three of the buildings were the gift of the late John Pierpont Morgan, one the gift of Mrs. Collis P. Huntington, and one the gift of Mr. David Sears. Other friends of medical science and of Harvard contributed liberally to the buildings and their endowment, and Mr. John D. Rockefeller gave one million dollars for the endowment fund. The total invested funds of the School amount to nearly $4,000,000. In 1909, there was started a Department of Preventive Medicine and Hygiene; this gives the degree of Doctor of Public Hygiene ("D.P.H."). In 1912, a Graduate School of Medicine was established, which has charge not only of the graduate work but of the summer courses in medicine. The erection of several new hospitals near the School has greatly increased its clinical advantages; these are the Peter Bent Brigham Hospital (opened in February, 1913); the Collis P. Huntington Memorial Hospital, erected by the Harvard Cancer Commission; the Infants' Hospital (Rotch Memorial Building); the Children's Hospital; and the Psychopathic Hospital. While the Medical School has done a great deal for the advancement of medical science by spe-

cial investigation and research in such subjects as cancer and tropical diseases, it has also done much for general extension of the knowledge of hygiene and medical matters by giving series of popular lectures on Saturday evenings and Sunday afternoons.

The Dental School. In 1909, the Dental School moved to its new and finely equipped building adjacent to the Medical School. This building is used for hospital and operating purposes; all lecture courses for dental students are given in the Medical School building. The Dental School has only about $72,000 of invested funds, and is badly in need of additional endowment.

The School for Health Officers, the most recent of the graduate schools, is conducted in coöperation with the Institute of Technology. Its aim is to fit young men for public health work, and especially to prepare them to occupy administrative and executive positions, such as health officers, members of boards of health, or secretaries, agents, or inspectors of health organizations. It grants a Certificate of Public Health to candidates who have satisfactorily completed an approved course of studies after at least one year of residence.

The Library. The great event in the history of the Library for these twenty-five years comes at their very close. This is the gift of the great Widener Memorial Building, now being erected, and which it is hoped may be ready for occupancy next Fall. Harry Elkins Widener, '07, who lost his life in the sinking of the "Titanic," bequeathed to the Library his remarkable collection of rare books, but with one wise condition,—namely, that they should not be given to the Library until Harvard had a safe and proper place to keep them. This condition his mother, Mrs. George D. Widener, of Philadelphia, most generously met by giving in memory of her son the Library building which is now nearing completion. There is no space in this report to describe the new building; I can only briefly state that it was designed by Mr. Horace Trumbauer, of Philadelphia, is built of Harvard brick with limestone trimmings, occupies a space of about 200 by 250 feet, and will give accommodation for at least two million volumes. As the new structure occupies in part the site of Gore Hall, it was necessary to tear down

the latter and to find a temporary habitation for the library elsewhere. Thus for two years the Harvard Library has been in strange quarters; the greater part of the books and the staff of workers are located in Randall Hall, temporarily converted from its use as a dining-hall to more literary purposes; the reading-room is established in Massachusetts Hall; and the thousands of books that could not be crowded into Randall are colonized in various College buildings,—some in the Andover Theological School, some in the University Museum, some in Emerson Hall, and others in whatever place could be found to hold them. Yet in spite of these abnormal conditions the work of the library has gone on much as usual, and all the books are so accessible that they can be delivered to an enquirer within a few hours.

The Library has increased rapidly in size during the period under review: in 1889 it contained 268,000 volumes; today it has about 625,000 volumes. Its invested funds for the purchase of books have increased by nearly $200,000, and it has received many gifts and bequests of books and collections. Only a few of these collections can be mentioned here: the library of Professor Norton, given by subscriptions from his friends; the Hohenzollern collection of German history (over 11,000 volumes), given by Professor A. C. Coolidge; Professor Bôcher's Molière collection, given by James Hazen Hyde; the Persius collection given by Professor Morgan; the Herbert collection given by Professor Palmer; and the Bowie library of early printed books and classics, given by Mrs. E. D. Brandegee in memory of her grandfather, William Fletcher Weld. The development of the Library has also been greatly helped by various gifts of money, some in single gifts of perhaps several thousand dollars, some in annual gifts of from twenty-five to two hundred dollars, from different graduates. These gifts, generally devoted to buying books on some subject in which the donor is interested, as, for example, Shakespeare, Molière, London, China, or Folk-lore, have benefited the Library in enabling it to build up its collections on certain special subjects.

But the whole story of the library resources of the University is not told yet, for the libraries of the various depart-

ments, such as the Law School, the Divinity School, the Gray Herbarium, etc., have shown a growth as vigorous as the College Library. These libraries have altogether over 400,000 volumes, as compared to about 87,000 in 1889. Moreover, there has sprung up an entirely new system of special reference, or class-room libraries, that today have a total of some 71,000 volumes. Among these, for example, are the Classical Library, the Child Memorial Library of English Literature, the Chemistry Library, the Library of the Business School, and some thirty-five others. The total number of books and pamphlets belonging to the University is about 1,800,000.

But in spite of, or rather because of, this great growth, the Library is far from prosperous. The funds available for administration have not kept pace with the book funds, and each year a large part of the "deficit" in the University accounts is due to the cost of running the Library. For years the Library has been hampered not only by a crowded and inconvenient building but by a lack of money for properly carrying on its work. And now, when it is about to occupy a magnificent new building, bringing with it not only necessarily increased running expenses but greater opportunities for better and broader work, the need of adequate funds will be felt more than ever before.

The Astronomical Observatory, with an income of about $44,000 a year from invested funds continues to carry on scientific investigations of the greatest value. Observations are made not only at Cambridge but at its southern station in Arequipa, Peru. The collection of astronomical photographs, consisting of over two hundred thousand glass plates, contains the only existing history of the stellar universe for the last twenty-five years. The results of the work done at the Observatory have been published in a series of Annals, that now comprise seventy-five quarto volumes.

The Bussey Institution, which was established as an undergraduate school of agriculture, was entirely reorganized in 1908. It is now a part of the Graduate School of Applied Science and is an institution for advanced instruction and research in subjects relating to agriculture and horticulture.

The fields of instruction and research represented in its work are economic entomology, animal heredity, and experimental plant morphology. During part of the year the work of the Division of Forestry is carried on at the Bussey Institution.

The Arnold Arboretum has developed into a public park of great attractiveness and beauty, filled with a representative, classified, growing collection of trees. These living collections are supplemented by an herbarium, a museum, and a library of 28,500 volumes. Experiments are carried on in arboriculture, forestry, and dendrology. The maintenance of the drives and walks and police protection is assumed by the city of Boston in return for the privileges the public enjoy in the use of the grounds.

The Gray Herbarium, through the generosity of Mr. Nathaniel T. Kidder, Mr. George R. White, and other friends, has been able to make large additions to its buildings and also almost entirely to reconstruct the older portions so as to render them fireproof and more convenient. The number of sheets of mounted specimens owned by the Herbarium is nearly 500,000. It has issued a Card-index to New Genera and Species of American Plants, that now consists of over 100,000 cards, and is by far the most extensive botanical undertaking of its kind.

The Botanic Garden, beside its ordinary work in Cambridge, has been for some years conducting an experiment station in Cuba where work is in progress expected to improve the varieties of sugar-cane, rice, maize, and other vegetables, and to test the crops best suited to Cuban agriculture.

The University Museum. The great University Museum building, to which an addition has just been made, completing the original plan of three sides of an open square facing Divinity Avenue, houses the Museum of Comparative Zoölogy, the Botanical Museum, the Mineralogical Museum, the Geological Museum, and the Peabody Museum of American Archaeology and Ethnology, each one of them including besides its collections various laboratories for students and investigators. Both the Museum of Comparative Zoölogy and the Peabody Museum have sent out from time to time expeditions to different parts of the world for gathering ma-

terial for their collections and for making scientific investigations, and both have published important series of monographs. Their two libraries contain over 55,000 volumes and almost as many pamphlets. The Botanical Museum contains the interesting and beautiful collection of glass models of flowers, presented by Mrs. Elizaebth C. Ware and Miss Mary L. Ware, as a memorial of Dr. Charles Eliot Ware, '34, and made by the artists, Leopold and Rudolph Blaschka of Germany.

The growth of museums and collections has been one of the most striking facts in the recent history of the College, and the funds now held by the Corporation for the support of museums and collections, including under that head the Arnold Arboretum, the Botanic Garden, and the Gray Herbarium, amount to over two and one-third million dollars. On the other hand, the funds devoted to the support of libraries and the purchase of books amount to a little over a million and a quarter.

The Semitic Museum, on Divinity Avenue, was built in 1902 (at an expense of about $80,000), but the collections, illustrating the manners, customs, and history of the Semitic peoples, housed therein were begun ten years or more before. The building also contains a department library with a valuable collection of Arabic and Syriac manuscripts, and lecture rooms for the courses in Semitic subjects. Mr. Jacob H. Schiff of New York has been the steady patron of Semitic studies at Harvard, has contributed generously to the purchase of collections, gave the building, and gave the money necessary for important excavations at Samaria, which were carried on largely under the direction of our classmate, Reisner.

The Germanic Museum, established in 1902, is for the present installed in the old gymnasium building, which turns out to be unexpectedly well adapted to the display of collections. The gifts of the German Emperor, the King of Saxony, the Prince Regent of Bavaria, the Swiss Government, and of a committee in Berlin form the most important and the most imposing treasures of the museum, but other objects are slowly being added, and only time and money are required to carry out the ambitious desires of the Curator, and to

make this museum "a comprehensive yet condensed historical conspectus of the artistic and technical activity of the German race" not only in Germany proper but throughout Europe.

The late Adolphus Busch gave money for a new building which will soon be erected on Kirkland Street, opposite Memorial Hall. The architect chosen is Professor Bestelmeyer of Dresden, and the building will be an interesting example of the best in modern German architecture.

The William Hayes Fogg Art Museum was founded in 1895 by Mrs. Elizabeth Fogg of New York in memory of her husband. The building, which was designed by the late Richard M. Hunt, has recently been extensively altered, with the especial aim of making the upper gallery more available for exhibition purposes. It was the initial purpose of the Museum to embrace in its collections only photographs, engravings, casts, and other reproductions, but not originals. But the generosity of its friends has brought to it a small, but important and steadily growing, collection of original works of art. It contains some good examples of Greek sculpture, a small collection of Greek vases, a number of early Italian, German, and Flemish paintings, and drawings by masters of the early English water color school. It has a large and growing collection of over 42,000 photographs of works of art of all countries and epochs, including architecture, sculpture, and painting. It also possesses the large Gray and Randall collections of prints and engravings.

The Social Museum, placed in Emerson Hall, comprises a collection of some seven thousand photographs, models, diagrams, and charts illustrating the functions and achievements of many movements of industrial and social welfare. It forms an important supplement to the courses in Social Ethics.

University Extension. Since 1910, the Administrative Board for University Extension has offered certain courses to persons not in residence in the University. These courses include (1) the Summer School; (2) certain courses given in Boston under the Commission on Extension Courses, and partly supported by the Lowell Institute and the Teachers' School of Science; and (3) the School for Social Workers,

established in 1904 in connection with Simmons College, and open to both men and women. Our classmate, Ropes, is Dean of this department.

The Summer Schools. In the summer of 1889, Harvard College gave instruction in eight different courses to 188 persons. Last year, the Summer School of Arts and Sciences, under the deanship of Ropes, offered over sixty courses in twenty different subjects to 793 persons. In addition to this over one hundred and fifty attended the Engineering Camp at Squam Lake, two hundred and seventy the Summer Graduate School of Medicine, and twenty-nine the School of Applied Science. The attendance at the School of Arts and Sciences is usually about equally divided between men and women. From forty to fifty per cent of these are teachers in other colleges or in schools. Ten to fifteen per cent are generally Harvard students, studying either to make up some condition or to gain advanced standing. From one-sixth to a quarter attend the courses in physical training given under the direction of Dr. Sargent in the Hemenway Gymnasium.

The Summer Schools are a great agency of university extension, and provide for many persons, whose means or whose other duties prevent their taking a full college course, the same opportunities in single subjects that college students enjoy; and in addition all the resources of the University are thrown open to them: library, museums, laboratories, Phillips Brooks House, Memorial Hall, the College Chapel, the Gymnasium. Moreover, the summer students have special evening lectures and readings provided for them, and weekly excursions to places of interest in the vicinity.

The existence of the Summer School has also made it possible for the University on more than one occasion to organize special courses of instruction for companies of foreigners, whose needs have been very different from those of the regular students. Thus in the summer of 1900 there appeared in Cambridge a party of 1273 Cuban teachers, who lent a foreign and picturesque air to the dull Cambridge summer. In 1904, three hundred and fifty teachers from Porto Rico took advantage of these summer courses, and two

years later a group of forty Chinese students attended the School.

University Press. For many years the College has maintained a printing office, where most of the official publications of the University, such as the Catalogue, the Annual Report, etc., were printed. But this was found to be far from adequate for present needs, and in January, 1913, the Corporation formally established the Harvard University Press. Its aim is to aid in the advancement of knowledge by the publication of works of a high scholarly character that might not be considered a wise business venture by the ordinary commercial publisher. The University has a few funds that can be used for publication of special series, but it is hoped that additional money may be obtained to provide a suitable building for the Press, well equipped with printing presses and a varied assortment of types, especially for foreign languages. Meanwhile much of its printing must be done outside. There have already been published a number of important books by the Press, besides the different series and periodicals that it issues for the Departments. Among these are the *Quarterly Journal of Economics*, the *Harvard Theological Review*, the *Harvard Law Review*, and the *Architectural Quarterly; Harvard Studies in Classical Philology, Historical Studies, Economic Studies, Studies in Comparative Literature*, and *Studies and Notes in Philology and Literature.*

Finally, let me urge every member of the Class to keep in touch with the current affairs and progress of the University. The annual Report of the President is a volume that always repays careful reading; it will be sent free to any graduate who asks for it. (Address the Harvard University Press, 2 University Hall.) The *Harvard Graduates' Magazine* (issued quarterly, $2 a year) is now in its twenty-second year. Its contents are varied and interesting, including a review of the University for each quarter, news from the College Classes and Harvard Clubs, a record of athletic events, articles on the history of the College and on undergraduate life, memoirs and portraits of Harvard men, views of new buildings, the records of the Corporation, the necrology, and other matters of interest to the Alumni. The *Harvard Alumni Bulletin* (issued weekly during the College year, $3 a year),

has the advantage of more frequent publication in dealing with current affairs, and in its letters from graduates offers a forum for the profitable discussion of subjects of interest to the alumni. As the official organ of the Alumni Association, it can always be relied upon for accurate information. Our classmate, John D. Merrill, has long been its associate editor. The last and most recently established college organ is the *Harvard University Gazette*, published weekly. It contains the calendar of public lectures and meetings for the week, official information in regard to appointments, awards of prizes, votes of the Corporation, Overseers, and Faculty, and paragraphs in regard to work in progress in the several departments. Once a month it contains a list of the publications of officers of the College. Let every '89 man take and read at least two of the above publications and it will be unnecessary for the present writer to try again to describe the "changes at Harvard in twenty-five years"; each man will know all there is to know about the growth and progress of the University from 1914 to 1939.

Secretary's Note. The above summary was prepared by Potter especially for this Report, at the request of the Class Secretary.

APRIL 22, 1914.

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